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ABSTRACT

A graduate-level course was developed to acquaint vocational educators and human resources development specialists with items of mutual concern in a seminar-like educational experience. The course attracted both educators and manpower personnel, such as those administering CETA (Comprehensive Employment and Training Act) programs. Topics addressed in the course included (1) articulation between vocational education and CETA; (2) relevant legislation; (3) structure and resources for the delivery of manpower services; (4) vocational education in New York state; (5) determining local manpower needs; (6) manpower and vocational policy; and (7) development of an articulation model. Instructional strategy included guest speakers, visits to agencies, group discussion, individual research, and small group research projects in which vocational educators and CETA personnel were forced to work together to address areas of mutual concern. It is noteworthy that a mixture of degree-seeking students and practitioners together in a course presents some problems, none of which is insurmountable. (Relevant curriculum materials are appended, and the main areas covered are described in five class modules.) (CP)

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VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERV.

A Human Resource Management Course Monograph

No. 3 in a Series

Albert J. Pautler, Jr.
Professor
Faculty of Educational Studies

Human Resources Institute
The School of Management
State University of New York at Buffalo
Buffalo, New York 14260

January 1978

OE 015023

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERVICES

A Human Resource Management Course Monograph

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Published by: Human Resources Institute
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State University of New York at Buffalo
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Project Director: Thomas G. Gutteridge

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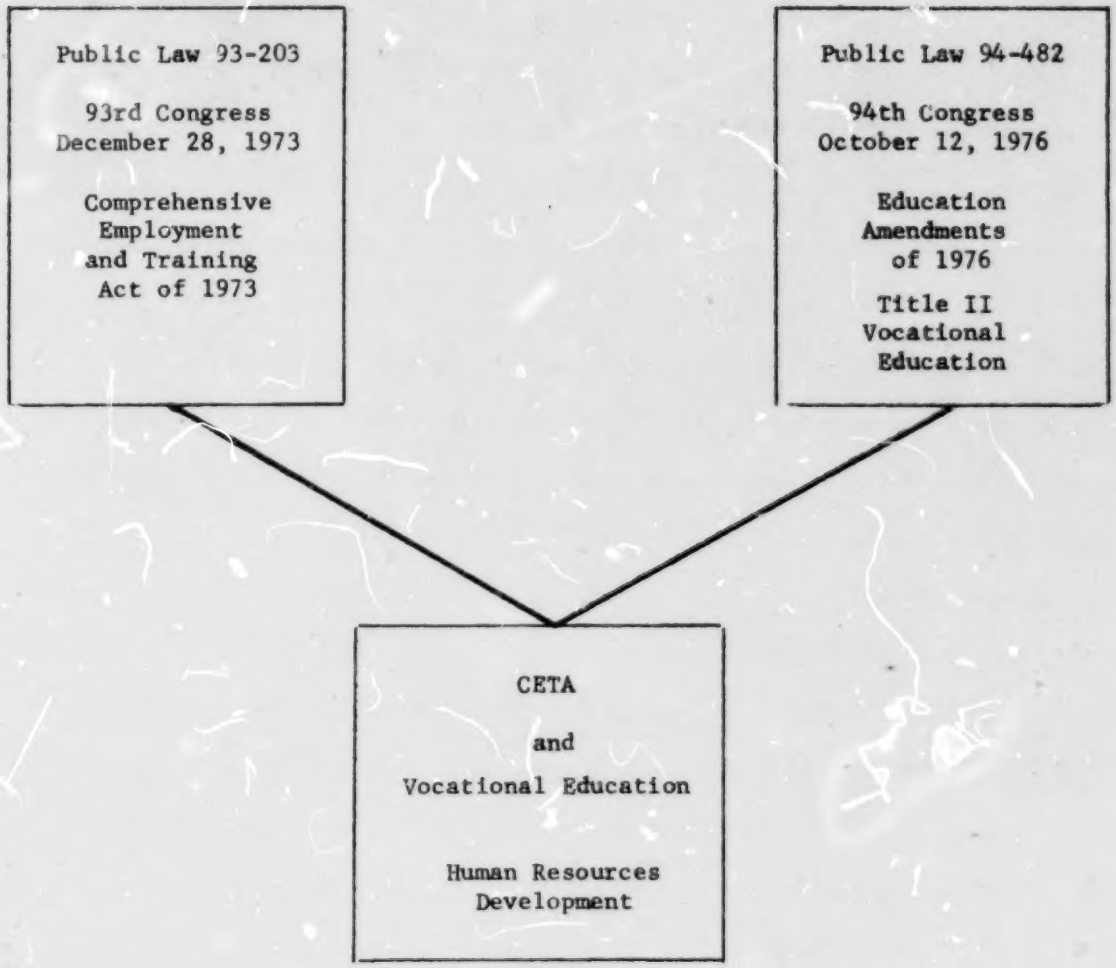
ABSTRACT

The Human Resource Management Course Monographs provide descriptions of training courses for graduate students and manpower practitioners, including treatment of some of the major functions of manpower programs. Vocational Education and the Delivery of Manpower Services is designed to introduce the student to the principles, techniques, and curriculum used in both public and private vocational education programs and relate practices found in such vocational programs supported by both the Department of Health, Education, and Welfare and the Department of Labor. The course, as first offered at the State University of New York at Buffalo, allowed students in the School of Management and the School of Education to come together in a formal setting and share ideas about human resources development. Both groups have similar concerns but are sponsored by two different federal agencies, namely HEW and DOL. The course setting, made possible by the Human Resources Institute, allowed for a mutual respect for and sharing of ideas between those most closely associated with public and private vocational education programs and those mainly concerned with CETA-type programs.


Public Law 93-203
93rd Congress
December 28, 1973
Comprehensive
Employment
and Training
Act of 1973
Public Law 94-482
94th Congress
October 12, 1976
Education
Amendments
of 1976
Title II
Vocational
Education
CETA
and
Vocational Education
Human Resources
Development

BACKGROUND

This monograph and the course upon which it is based came about as the result of a professional association between Dr. Thomas G. Gutteridge, Director of the Institute for the Development of Human Resources Specialists, School of Management, and Dr. Albert J. Pautler, Jr., Professor of Vocational Education, Faculty of Educational Studies, State University of New York at Buffalo. Professors Pautler and Gutteridge became acquainted as a result of their appointments to the Manpower Advisory Council for Erie County, New York. It became apparent to both parties that a very serious lack of coordination or articulation existed between and among vocational educators and manpower specialists in the Western New York area. As a result, the idea of some type of interface between these two groups was considered.

Dr. Gutteridge encouraged Dr. Pautler to develop a course outline which would serve to acquaint vocational educators and human resource development specialists with items of mutual concern to both groups. This resulted in a course entitled VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERVICES.

The course was made possible and taught under a grant from the Employment and Training Administration of the U.S. Department of Labor under Research and Development Grant 31-36-74-02. This grant, which was prepared and directed by Professor Gutteridge, is concerned with curriculum development, research, and teaching of human resource specialists in Region #2, including New York, New Jersey, Puerto Rico, and the Virgin Islands.

The course is MGI 781--VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERVICES, which is a graduate-level course and available to all graduate students within the University. This course brought together an almost equal

mix of vocational educators and CETA prime sponsor workers.

INTRODUCTION

This monograph on vocational education and manpower services is written from a variety of viewpoints and usages. It will attempt to put into perspective the need for such involvement between manpower specialists more closely associated with the Department of Labor (DOL) and vocational education specialists more closely associated with the Department of Health, Education, and Welfare (HEW). It should be clearly pointed out that both groups rely heavily on federal funds for support of programs in their respective areas of concern. For the most part, those funds from HEW supporting vocational programs are for clients attending public schools at the secondary and post-secondary levels as well as adult education programs. The DOL funds for the most part, are for remedial types of programs such as those under the Comprehensive Employment and Training Act (CETA) (1973) and later amendments to the Act. For the most part, both are concerned with preparing people for the world of work and helping clients get jobs in the private sector.

Whether using federal dollars from HEW or DOL, the concern is for worthwhile human resources development of the individual client, who is receiving the advantage of such services. From time to time, many vocational educators speculate that what they are presently doing may be taken over by the Department of Labor. Recent federal legislation is causing closer coordination and cooperation between DOL and HEW. A close inspection of both Public Law 93-203 (Comprehensive Employment and Training Act - 1973) as well as its later amendments and Public Law 94-482 (Education Amendments of 1976), especially Title II, which deals with vocational education, will acquaint the interested reader with common interests of both pieces of legislation. It seems rather

clear that Congress is also concerned with duplication of effort from both programs and is seeking closer ties at the national, state, and local levels at the present time.

With this in mind and by means of a common meeting place within a University setting, parties interested in manpower services and vocational education were brought together to discuss items of concern to both. The following course description is used for the course MGI 781.

I. Course Description:

This seminar experience will attempt to develop an interface between vocational education programs, both public and private, and manpower personnel, including those administering CETA programs. Major concern will center on the need for articulation between program sponsors and those who administer programs that have the capability of being able to deliver such services and those interested in and in need of trained manpower to meet local needs. The seminar experience will include visits to local vocational training sites in order to observe firsthand the capability of various agencies to deliver vocational services in the local area. Such visitations will include both public and private agencies engaged in vocational training programs. Interaction between program sponsors and members of the seminar will follow each visitation.

It is anticipated that the seminar will attract individuals who will be considered as program sponsors and others who are concerned with the need for an adequate source of trained/educated manpower. The seminar should be of interest to students in the School of Management as well as in the Faculty of Educational Studies, especially majors in the Occupational Education program. It should also appeal to those responsible for the delivery of manpower services, including public and private schools, industrial training directors, and those administering CETA-type programs.

A number of topics, including the following will be discussed: articulation between vocational education and CETA; laws of interest concerning vocational education and CETA; structure and resources for the delivery of manpower services; vocational education in New York State; determining the need for trained manpower in a local area; services of the New York State Department of Labor; manpower policy; vocational policy; articulation between various agencies; the development of an articulation model.

II. Required Texts and References:

Strong, Merle E. (Ed.) DEVELOPING THE NATION'S WORK FORCE, Yearbook 5, Washington, D.C.: American Vocational Association, 1975.

Terkel, Studs. WORKING, Avon Printing (paperback), 1975.

WORK IN AMERICA, Report of a Special Task Force to the Secretary of Health, Education and Welfare, Cambridge, Mass.: MIT Press, 1973.

III. Instructional Strategy:

A variety of instructional approaches will be used within this educational experience which we will call a seminar. Strategies used will include, but not be limited to, the following:

1. Invited speakers who are experts on the topics under discussion.

2. Visits to educational/training agencies, both public and private, with conducted tours of each facility. Visits will be arranged to the following types of manpower delivery service agencies--community college; private trade school; Educational Opportunity Center; vocational high school; area vocational center (AVC); and others as may seem necessary.

3. Large group and small group discussion sessions following lecture-type presentations.

4. Individual research effort on a topic of interest to the direction of the class. To be arranged by means of performance contracts between the student and instructor.

5. Small group research project (written and oral) on a variety of assigned topics which the students may elect to investigate. Group size will be limited to four members per group. A limited amount of class time will be allocated to small group meetings.

IV. Requirements and Student Evaluation:

1. Research project (Item #4 above), based upon a performance contract submitted by the student and approved by the instructor. This will count as 2/3 of the final grade for the course.

2. Group research project with written and oral reports (Item #5 above). This will count 1/3 of the final grade for the course.

3. Written materials will be prepared using the APA-style manual.

4. Class attendance and participation is expected of all students.

5. The course will be graded on either an S/U or a letter grade (A, B, C, F) basis, depending upon the individual student's option. Those students desiring to be graded on an S/U basis should notify the instructor by _____(date)_____.

V. Objectives of the Course:

1. To acquire sufficient background knowledge and understanding of federal laws and legislation dealing with DOL manpower programs and HEW vocational education programs.

2. To acquire familiarity with DOL manpower programs dealing with human resources development. Of major concern is Public Law 93-203, the Comprehensive Employment and Training Act of 1973 and later amendments to the Act.

3. To acquire familiarity with HEW vocational education programs dealing with human resources development. Of major concern is Public Law 94-482, the Education Amendments of 1976, Title II.

4. To explore areas of similarity and difference between DOL and HEW programs dealing with human resources development which could be considered vocational in nature. This includes administration, curriculum content, instructional methodology, clients served, evaluation methodology, job placement and follow-up services, and financial management and cost per student.

5. To explore ways to increase and encourage greater articulation between DOL and HEW sponsors of human resources development which could be considered vocational in nature. This involves breaking down the barriers that often exist between the two groups and a discussion of policy issues related to DOL and HEW programs.

VI. Instruction Content:

The five basic broad objectives were included within five modules which became the instructional teaching-learning content for the seminar. The five modules were as follows:

Module	No. of Class Sessions
1--Federal Laws and Legislation	2
2--DOL Manpower Programs	3
3--HEW Vocational Education Programs	3
4--Program Similarities and Differences	2
5--HEW-DOL Articulation at the Local Level	5

Each of these units will now be presented in outline form for those who may desire to make use of this monograph in the development of their own course.

VII. Instructional Modules:

Each module follows on a separate sheet.

MODULE 1

FEDERAL LAWS AND REGULATIONS

OBJECTIVE: To acquire sufficient background knowledge and understanding of federal laws and regulations dealing with DOL manpower programs and HEW vocational education programs.

INSTRUCTIONAL CONTENT:

1. Reasons for the development of categorical federal manpower programs within DOL and HEW.

2. Selected federal legislation regarding DOL manpower programs:

   a. Employment Act of 1946
   b. Area Redevelopment Act (ARA)
   c. Manpower Development and Training Act
   d. Economic Opportunity Act and some selected Poverty Programs--Job Corps, Neighborhood Youth Corps, New Careers
   e. Cooperative Area Manpower Planning System (CAMPS)
   f. Concentrated Employment Program (CEP)
   g. Emergency Employment Act of 1971
   h. Comprehensive Employment and Training Act (CETA) 1973 and later amendments

3. Selected federal legislation regarding HEW/DOL manpower programs (vocational education):

   a. Morrill Act (1862)
   b. Smith-Lever Act (1914)
   c. Smith-Hughes Act (1917)
   d. George-Reed Act (1929)
   e. George-Deen Act (1936)
   f. George-Barden Act (1946)
   g. National Defense Education Act (1958)
   h. The Vocational Education Act of 1963
   i. The Vocational Education Amendments of 1968
   j. Education Amendments of 1972
   k. Education Amendments of 1976 (Title II--Vocational Education)

4. Legislative Up-date and Present Status

MODULE 2

DOL MANPOWER PROGRAMS

OBJECTIVE: To acquire familiarity with DOL programs dealing with human resources development. Of major concern is Public Law 93-203, the Comprehensive Employment and Training Act of 1973 and amendments to the Act.

INSTRUCTIONAL CONTENT:

1. Whereas Module 1 was concerned with an overview of federal laws and regulations concerned with both HEW and DOL manpower programs, this module will be more explicit regarding those of concern to DOL.

2. Each of the seven pieces of federal legislation listed in number 2 of Module 1, a to g, will be discussed in detail at this time. The discussion will start with the Employment Act of 1946 and conclude with the Emergency Employment Act of 1971. The following topics will be covered in the review of these pieces of legislation.

   a. Purpose of the Program
   b. Congressional Intent
   c. Social Justification--Why It Was Needed
   d. Target Groups--Clients Served
   e. Program Details--Method of Delivery of the Program Elements
   f. Total Funds Available
   g. Allocations of Funds--Agency Source
   h. Evaluation of the Program
   i. Social Improvements Achieved
   j. Reason Program Ended

3. This module will conclude with a detailed examination of the Comprehensive Employment and Training Act of 1973 and its later amendments. This will include all its various titles. It will be considered in terms of the following topics.

   a. Congressional Intent
   b. National Need for Such a Program
   c. Social Need and Justification
   d. Target Groups to be Served
   e. Youth Unemployment
   f. Program Details of Each Sub-Part
   g. Method of Administration
   h. Method of Program Delivery
   i. Clients Eligible for Service
   j. Evaluation of Program
   k. Performance Goals Achieved to Date
   l. Current Status of Program

4. Students will be encouraged to visit a variety of CETA programs in the area and observe the programs firsthand. Of major concern, will be the curriculum aspect of the program. How does the training occur and is it successful?

MODULE 3

HEW VOCATIONAL EDUCATION PROGRAMS

OBJECTIVE: To acquire familiarity with HEW vocational education programs dealing with human resources development. Of major concern is Public Law 94-482, the Education Amendments of 1976, Title II.

INSTRUCTIONAL CONTENT:

1. Whereas Module 1 was concerned with an overview of federal laws and regulations concerned with both HEW and DOL manpower programs, this module will be more explicit regarding those of concern to HEW.

2. Each of the ten pieces of federal legislation listed in number 3 of Module 1, a to j, will be discussed in detail at this time. The discussion will start with the Morrill Act (1862) and conclude with the Educational Amendments of 1972. The following topics will be covered in the review of these pieces of legislation.

   a. Purpose of the Program
   b. Congressional Intent
   c. Social Justification--Why It Was Needed
   d. Target Groups--Clients Served
   e. Program Details--Method of Delivery, Program Elements
   f. Total Funds Available
   g. Allocation of Funds--Agency Source
   h. Evaluation of the Program
   i. Social Improvements Achieved
   j. Reason Program Ended

3. This module will conclude with a detailed examination of the Education Amendments of 1976 and any later amendments. This will include only Title II which concerns vocational education. It will be considered in terms of the following topics.

   a. Congressional Intent
   b. National Need for Such a Program
   c. Social Need and Justification
   d. Target Groups to be Served
   e. Program Details--Curriculum
   f. Method of Administration
   g. Method of Program Delivery
   h. Students Served--Those Eligible for Service
   i. Evaluation of Programs
   j. Performance Goals to be Achieved
   k. Current Status of the Program

4. Students will be required to visit a variety of vocational education programs sponsored under this Act. They will be expected to observe the program firsthand and compare it to CETA-type programs. Of major concern, will be the curriculum aspects of the program. How does the training occur and is it successful?

MODULE 4

PROGRAM SIMILARITIES AND DIFFERENCES

OBJECTIVE: To explore areas of similarity and difference between DOL and HEW programs dealing with human resources development which could be considered vocational in nature. This will include administration, curriculum content, instructional methodology, clients served, evaluation methodology, job placement, and follow-up services, and financial management and cost per student.

INSTRUCTIONAL CONTENT:

1. This module will merge the instructional content of the three previous modules and allow for and encourage a comparative analysis of DOL and HEW programs.

2. The major concern will be the present DOL and HEW legislation dealing with human resources development, that is the Comprehensive Employment and Training Act of 1973 and the Education Amendments of 1976, Title II.

3. These two pieces of contemporary legislation will be considered and compared in terms of the following questions.

   a. Should DOL and HEW human resources programs be merged into one agency, either DOL or HEW?

   b. Do present social conditions warrant both programs at this time?

   c. Which programs appear to be the more effective as far as job placement of its clients is concerned?

   d. How do the costs for training compare between the two?

   e. Should vocational training be delayed until after high school?

   f. How can we stem or stop the flow of people into the pool of the unemployed or underemployed in our country?

   g. Are there sufficient jobs for all those who want to work?

   h. Do both programs consider the needs of the clients and their desires?

   i. Are both programs too geared to the preparation of people for work, rather than the creation of jobs that people desire?

   j. Should closer cooperation exist between both programs?

MODULE 5

HEW-DOL PROGRAM ARTICULATION AT THE LOCAL LEVEL

OBJECTIVE: To explore ways to increase and encourage greater articulation between DOL and HEW sponsors of human resources development which could be considered vocational in nature. This involves breaking down the barriers that often exist between the two groups and a discussion of policy issues related to DOL and HEW programs.

INSTRUCTIONAL CONTENT:

1. The scene has been set. The basic material has been covered and the concluding activities are ready to start.

2. Each student, by this time, will have investigated in detail a DOL or HEW vocational-type program. Ideally, the HEW vocational-type person would have investigated a DOL program, and the DOL-type person would have done the same with an HEW program.

3. At this point, a number of small groups would have been established. Group size would be 4 - 6 people with a make-up of equal representation of HEW and DOL types in each group.

4. The following set of questions and tasks would be asked of each group. The group would be expected to prepare a group project and make a final oral report to the other members of the seminar or class.

   a. What articulation between DOL and HEW programs seems essential at the national level?

   b. What articulation between DOL and HEW programs seems essential at the state level?

   c. What articulation between DOL and HEW programs seems essential at the local level?

   d. Within a geographical area, does it seem necessary that we have some type of regional education manpower articulation center (REMAC)?

   e. How might or could such REMAC agencies start and operate within your geographical area?

   f. What signs of articulation or mutual understanding have you observed between DOL and HEW programs in your area?

   g. What may be done to encourage great articulation between both program operators?

   h. What might be the advantages to the clients served if such could occur?

CONCLUSION:

A. Evaluation

Student performance was evaluated on the basis of the criteria established and presented in the course outline on the day of the first class session. These requirements were presented on Page 4, Section IV, Requirements and Student Evaluation. In addition to class attendance and participation, two written projects were required of each student. (1) Each student was required to enter into a performance contract with the instructor on a topic of mutual interest to the student, instructor, and class. The results of this research were presented to the class. (2) Each student was required to be a member of a group research team and undertake a major research project of interest to the class and related to the theme established for the course. The team was then expected to make an oral defense of the project of interest to the class and related to the theme established for the course. The team was then expected to make an oral defense of the project to the rest of the class. Assignment (1) counted 2/3 of final grade and (2) counted 1/3 of final grade.

This procedure seemed to work rather well and resulted in some interesting topics and reports to the class. The group project was of major concern since it allowed prime sponsors and vocational educators the opportunity to work together on a problem of mutual interest.

B. Recommendations

The following recommendations and observations are made on the basis of the student responses to the course evaluations and a s[illegible]ws reached by the instructor and students in an evaluation session.

1. It was generally agreed that the students felt the course objectives were met based upon the instructional content and assignments for the course.

2. The technique of using a group project was generally successful. A problem of involvement or rather lack of involvement did exist in some groups based upon difficulty in getting people to work together. This difficulty was worth the price, however, in that group work does force people to work together and this allowed for CETA prime sponsors and vocational educators to work on issues of mutual concern. If it had not been for this the structure of the class would have been fragmented into two isolated groups. The technique did work and should be continued if we are to break down the barriers between CETA and vocational education in the public sector.

3. The use of performance contracts with instructor control and approval resulted in projects that were relevant to the needs of the students and were worthwhile rather than just serving as busy work. Some of the topics contracted for were as follows: "The Public High School: The Linkage Between School and Work;" "Regional Education-Manpower Articulation Centers;" "Niagara Frontier Industry-Education Council: An Urban Coordinating Agency Interfacing Between Employment Sources, Program Sponsors, Education Seekers, and Job Seekers;" "Non-Traditional Education-Work Linkages;" "Community and Government Sponsored Work Linkages." It is recommended that this procedure of performance contracting be continued in future courses of this nature.

4. Although mixing degree-seeking students and practitioners in a course such as this one may be a desirable strategy, particularly in providing opportunities for educational diversification and exchange, there are some limitations that ought to be brought to the attention of potential instructors. The instructor must be able to relate to the

background and practical desires of the practitioner group while at the same time meeting the goals of the traditional student group. Getting both groups to work together may also prove to be a major problem. A wise instructor who is able to individualize instruction within a group setting can offset any problems. It is worth the effort and interest on the part of the instructor.

5. A release in the MANPOWER AND VOCATIONAL EDUCATION WEEKLY and an issue of the AMERICAN VOCATIONAL JOURNAL about the nature of this course has resulted in requests from over 200 individuals for copies of the original course of study. This should indicate a clear interest on the part of others to duplicate this type of course at other institutions.

APPENDIX MATERIALS

A. The Course Outline for MGI 781--Vocational Education and the Delivery of Manpower Services

B. Request for Information on CETA/VE Linkages

C. Abstracted Materials from EDUCATION AND CETA, U.S. Department of Labor, Office of Human Development, Office of Manpower, n.d.)

D. Regional Education-Manpower Articulation Centers (REMAC)

E. Analysis of Courses and Teaching (ACT)

APPENDIX A

STATE UNIVERSITY OF NEW YORK AT BUFFALO

SCHOOL OF MANAGEMENT

AND

THE INSTITUTE FOR THE DEVELOPMENT OF MANPOWER SPECIALISTS

Instructor: Professor Pantler
410 Baldy Hall
636-2484, 2485

Spring 1977
Wednesday: 6:00-8:40 p.m.
4224 Ridge Lea - Rm. 37

MGI 781

VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERVICES

This seminar experience will attempt to develop an interface between vocational education programs, both public and private, and manpower personnel, including those administering CETA programs. Major concern will center on the need for articulation between program sponsors and those who administer programs that have the capability of being able to deliver such services and those interested in and in need of trained manpower to meet local needs. The seminar experience will include visits to local vocational training sites in order to observe first-hand the capability of various agencies to deliver vocational services in the local area. Such visitations will include both public and private agencies engaged in vocational training programs. Interaction between program sponsors and members of the seminar will follow each visitation.

It is anticipated that the seminar will attract individuals who will be considered as program sponsors and others who are concerned with the need for an adequate source of trained/educated manpower. The seminar should be of interest to students in the School of Management as well as in the Faculty of Educational Studies, especially majors in the Occupational Education program. It should also appeal to those responsible for the delivery of manpower services, including public and private schools, industrial training directors, and those administering CETA-type programs.

A number of topics, including the following will be discussed: articulation between vocational education and CETA; laws of interest concerning vocational education and CETA; structure and resources for the delivery of manpower services; vocational education in New York State; determining the need for trained manpower in a local area; services of the New York State Department of Labor; manpower policy; vocational policy; articulation between various agencies; the development of an articulation model.

REQUIRED MATERIALS:

Strong, Merle E. (Ed.). DEVELOPING THE NATION'S WORK FORCE, Yearbook 5. Washington, D.C.: American Vocational Association, 1975.

Terkel, Studs. WORKING, Avon Printing (paperback), 1975.

WORK IN AMERICA, Report of a Special Task Force to the Secretary of Health, Education and Welfare, Cambridge, Mass.: MIT Press, 1973.

INSTRUCTIONAL STRATEGY:

A variety of instructional approaches will be used within this educational experience which we will call a seminar. Strategies used will include, but not be limited to, the following:

1. Invited speakers who are experts on the topics under discussion.

2. Visits to educational/training agencies, both public and private, with conducted tours of each facility. Visits will be arranged to the following types of manpower delivery service agencies--community college; private trade school; Educational Opportunity Center; vocational high school; area vocational center (AVC); and others as may seem necessary.

3. Large group and small group discussion sessions following lecture-type presentations.

4. Individual research effort on a topic of interest to the direction of the class. To be arranged by means of performance contracts between the student and instructor.

5. Small group research project (written and oral) on a variety of assigned topics which the students may elect to investigate. Group size will be limited to four members per group. A limited amount of class time will be allocated to small group meetings.

EVALUATION:

1. Research project (Item #4 above), based upon a performance contract submitted by the student and approved by the instructor. This will count as 2/3 of the final grade for the course.

2. Group research project with written and oral reports (Item #5 above). This will count 1/3 of the final grade for the course.

3. Written materials will be prepared using the APA style manual.

4. Class attendance and participation is expected of all students.

5. The course will be graded on either an S/U or a letter grade (A, B, C, F) basis, depending upon the individual student's option. Those students desiring to be graded on an S/U basis should notify the instructor by _____.

COURSE OUTLINE AND READING ACTIVITY

SESSION	TOPICS AND READINGS
1. January 19	Topics: a. introduction to course b. review of course outline c. evaluation system/techniques d. assignments/projects/activities Assignment: a. Strong - pp. 15-26 b. WORK - pp. i-25 c. Terkel - xxxii-xxx Activity:
2. January 26	Topics: a. b. c. Assignment: a. b. c. Activity:
3. February 2	Topics: a. b. c. Assignment: a. b. c. Activity:
4. February 9	Topics: a. b. c. Assignment: a. b. c. Activity:
5. February 16	Topics: a. b. c. Assignment: a. b. c. Activity:

State University of New York at Buffalo

APPENDIX B

DEPARTMENT OF CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MEDIA — FACULTY OF EDUCATIONAL STUDIES

M E M O R A N D U M

TO: Parties Interested in CETA/Vocational Education Linkages

FROM: Dr. Albert J. Pautler, Jr.
Professor of Vocational Education

DATE: April 29, 1977

RE: Request for Information on CETA/VE Linkages

The enclosed materials have been prepared for those individuals, who as a result of notices in MANPOWER AND VOCATIONAL EDUCATION WEEKLY (March 31, 1977) and SCHOOL SHOP (April 1977) requested copies of the course outline being used at the State University of New York at Buffalo. As one of the two parties responsible for this course, it was very pleasing and gratifying to have received such a wide selection of requests for information. As a result, the writer felt an obligation to provide additional information other than just the course outline which is included. Some additional background information seemed essential to give you a more complete picture of what did, in fact, take place at the State University of New York at Buffalo (SUNYAB).

The course came about as a result of a professional association between Dr. Thomas G. Gutteridge, Director of the Institute for the Development of Human Resource Specialists, School of Management, and Dr. Albert J. Pautler, Jr., Professor of Vocational Education, Faculty of Educational Studies, State University of New York at Buffalo. Professor Gutteridge and Professor Pautler became acquainted as a result of their appointments to the Manpower Advisory Council for Erie County, New York. It became very apparent to both that a very serious lack of coordination or articulation existed between and among vocational educators and manpower specialists in the Western New York area. As a result, the idea of some type of interface between these two groups was considered.

The course was made possible and taught under a grant from the Employment and Training Administration of the U.S. Department of Labor under Research and Development Grant 31-36-74-02. This grant, which was prepared and directed by Professor Gutteridge, is concerned with curriculum development, research, and teaching of human resource specialists in Region #2, including New York, New Jerse Puerto Rico, and the Virgin Islands. Dr. Pautler was requested to prepare a course outline and offer the course through the School of Management at SUNYAB.

The course is MGI 781--VOCATIONAL EDUCATION AND THE DELIVERY OF MANPOWER SERVICES which is a graduate level course and available to all graduate students within the University. This course brought together an almost equal mix of vocational educators and CETA prime sponsor workers. The course outline which is enclosed will give you a basic understanding of the general direction which was followed. Since it was a new venture, and as far as we know the only one to date in the United States, the bits and pieces of the course content were added as the needs of the learners and their interests became more apparent. At this time, about

five class sessions remain. At the completion of the course, student evaluation of the course will be requested.

Dr. Pautler, as a vocational educator with many years of experience, firmly believes that vocational educators must get more involved with CETA sponsors and be willing to prepare proposals and conduct CETA programs within the typical vocational environment. The class did attend a graduation ceremony for two different CETA classes which took place in an area vocational center. Mr. Donald Grasso, Principal/Director of the Wallace Ormsby Vocational Center, prepared the CETA proposal, directed the program, and administered the grant for the Board of Cooperative Educational Services of Erie and Cattaraugus Counties. This proved to be a very moving experience for all in attendance. All present knew full well that the program was conducted in a vocational school by vocational teachers and was paid for by the Department of Labor CETA grant from the Erie County, New York Consortium. It seems unfortunate that in some states and in other locations within New York vocational educators are not getting into the arena and helping out with CETA and DOL efforts.

As a result of the course, vocational educators learned more about CETA and CETA workers learned more about vocational education. Joint projects were conducted in small group sessions which developed an interface between the two groups.

As the one teaching the course, off load (in addition to other duties), I can say fully that it was a real challenge but well worth the effort. I only hope that this effort can continue in future years at our University and that others will attempt to move in the same direction.

ADDITIONAL INFORMATION:

As a result of a "hunting trip" to Washington, D.C., a large source of information about materials dealing with CETA was uncovered in some cases by pure and simple luck.

Within the USOE, there is an office headed by Ann Donovan, OE-CETA, ROB 3, Room 5008, Washington, D.C. (202-245-9730) which is a kind of interface agency or office between OE and DOL/CETA. The help given to me as a result of my visit was truly outstanding. Some materials are available from this office dealing with the relationship between vocational education and CETA. This is an excellent source of information or to visit should you be in Washington.

Of special interest from this office is the publication entitled, OE-CETA COORDINATION HANDBOOK, sponsored by the USOE. This loose-leaf notebook, among other things, relates the differences and similarities that exist between legislation for vocational education and CETA.

The following listed publications from the Office of Human Development, Office of Manpower, U.S. Department of Health, Education and Welfare, were also most helpful in getting the course under way. They are as follow:

EDUCATION AND CETA

HEALTH AND CETA

VOCATIONAL REHABILITATION AND CETA

TITLE XX AND CETA

SUMMARY:

It became apparent that many are interested in developing a closer relationship between CETA, DOL, and Vocational Education. The enclosed course outline will give you a basic idea of what we tried to accomplish at SUNYAB. It was only a start, and we hope that our efforts will be given the opportunity to expand and spread into other locations in the United States. Our classes were for fifteen sessions and each session lasted two hours and forty minutes.

Should you desire any additional information, assistance, or materials, please feel free to write or call me at SUNYAB.

Office phone: 716-636-2484.

Dr. Albert J. Pautler, Jr.
Professor of Vocational Education
Faculty of Educational Studies
410 Baldy Hall
State University of New York at Buffalo
Amherst, New York 14260

AJP/pag
Enclosure

APPENDIX C

(Source: EDUCATION AND CETA, U.S. Department of Health, Education, and Welfare, Office of Human Development, Office of Manpower, n.d.)

This guide has been written for education administrators, primarily those dealing with adult education and vocational education programs at the state and local levels. Throughout this guide the term vocational education refers to all those programs funded under the Vocational Education Act of 1963 (P.L. 88–210), as amended; the term adult education refers to all those programs funded under the Adult Education Act of 1966 (P.L. 89–750), as amended. These two separate Federally-based programs were selected because of their potential for coordination with CETA. However, educators in other programs will find the manual useful in pursuing coordination opportunities.

The guide is intended to serve four major purposes:

1. Explain the Comprehensive Employment and Training Act (CETA) and how it works.

2. Point out potential areas for coordination which may benefit the constituents and administrators of CETA, adult education and vocational education.

3. Present a brief and practical analytical framework for identifying other coordinative arrangements.

4. Review the key management techniques that have proven their value in negotiation and implementation of coordination arrangements.

It is important to be clear, at the outset, that the emphasis of both education and CETA programs is to provide *services to people*, not merely to run better programs. It is the responsibility of state and local program administrators to determine whether or not their programs do, in fact, provide the services necessary to result in individual and community betterment. This guide is intended to assist in that effort by focusing on program coordination as a technique for providing better services.

For purposes of clarity, this manual concentrates primarily on coordination between individual programs. It should become clear, however, that threeway coordination among adult education, vocational education, and CETA is a very real possibility with considerable payout potential. Nothing in this guide should be interpreted as limiting such coordination where it is determined to be beneficial.

We Aren't Going to Define Coordination

Interprogram coordination is not defined specifically in this guide. Enough varying definitions already exist to fill a volume larger than this. You are simply encouraged by the Department of Health, Education and Welfare, the Office of Education, and the Department of Labor, to work together with CETA programs and appropriate other HEW-related programs. In cooperating, you are likely to discover opportunities to better serve your program participants, CETA participants, and the interests of all agencies involved. When you find ways to do so, you will have achieved the goals of coordination without great concern for whether you have met any particular definition.

Coordination for its own sake has no particular value. What matters are the results of coordination and how they serve the interests of all concerned. Arrangements which emanate from this effort will not be judged on the basis of their scope, scale, complexity, or formality. Simple efforts can yield significant results.

Coordinate at Your Discretion

Moreover, this document is not a mandate for coordination. It is instead an invitation to explore interprogram activities as the means to achieving one or more of your own program objectives. Not all forms of coordination are desirable; the costs of some coordination options will be too high. Where the ideas and methods here described appear attractive to you, pursue them. Where they do not, continue to look for ones that do. This guide recognizes fully that the decision to coordinate is yours.

A Critical Assumption

The approach taken in this guide regards as too evident and overly simplistic that "what is good for the person served is good for the agency." While this is generally true, agency administrators may find themselves equally attracted to agency-based coordination opportunities. To the extent that agency and agency leadership objectives and program objectives are mutually supportive, they form a productive relationship. Those who neglect both aspects will miss certain significant opportunities to strengthen those services to their constitutents which will come to light through pursuit of agency or leadership objectives.

Accordingly, this guide recommends a simultaneous review of agency and leadership objectives by both education and CETA administrators as a legitimate step in the identification of coordination arrangements that ultimately will strengthen program services to individuals in need.

Find Opportunities
This guide offers insights into an approach designed to help you find attractive opportunities to work together with CETA. This approach consists of the following steps:

—acquiring knowledge about CETA;

—assessing your program's own needs or unmet objectives;

—analyzing areas of commonality where CETA might fit your program's needs;

—discovering possible opportunities to coordinate with CETA;

—weighing the costs and benefits of coordination; and, if applicable,

—negotiating and implementing a joint project.

The chapters in this guide follow this approach.

Why Coordinate With CETA?
Adult education, vocational education and CETA programs are intended to serve highly complementary purposes. Each is directed toward preparing individuals with the appropriate basic knowledge, skills and awareness needed to cope in the world of work. Vocational education is further concerned, as is CETA, with providing job-related training, and securing and retaining permanent employment consistent with an individual's capabilities, capacities and interest. Adult education includes this within the broader scope of providing opportunities for undereducated adults to acquire skills and information needed to become more employable, productive, and responsible citizens and to assist such persons to improve their problem-solving and decision-making skills.

Education and CETA programs serve overlapping target groups. Common constituents include adults and youth who are unemployed, underemployed, or economically disadvantaged. Adult education and vocational education programs demonstrate complementary strengths with CETA in several service delivery areas, particularly formal instruction and training. Furthermore, adult education, vocational education and CETA programs currently face a number of program issues which affect and are affected by coordination. Ideally, through coordination, each program can better meet its objectives, avoid duplication of services or participants, capitalize on program strengths, and address program concerns. A discussion of each of these areas appears in Chapter 2.

The Importance of Leadership
Interprogram coordination represents a significant challenge to the management skills of program leadership. First, coordination initiatives imply change, and organizations typically do not change comfortably without the exercise of leadership. Second, coordination initiatives with the potential for substantial gain almost always involve substantial risk; some in the organization may perceive this risk as being intolerably high. If both education and CETA leadership prepare properly, however, experience has shown that the risks associated with contemplated coordination arrangements can be identified early and openly discussed. Where the risks are acceptable to both education and CETA leadership, there remains a third challenge: gaining consensus among the counterpart staffs in acknowledging the risk, taking steps to reduce it, and viewing the residual risk as acceptable in relation to potential advantages.

Open and unequivocal commitment of the leadership of all agencies or programs is absolutely essential for the success of any coordination strategy.

The opportunities, problems and issues of interprogram coordination as they are identified and discussed in this guide are framed as leadership concerns. The approach proposed for searching out mutually appealing coordination arrangements assumes from the outset that the focus is on ways to preserve agency strengths, to improve agency performance, to enhance agency services, and to keep exposure to risk within tolerable limits. Of course, these are also primary concerns of CETA leadership.

In addition to this guide, the Department of Health, Education, and Welfare has produced four others, in similar format, whose contents vary according to the intended reader.

1. Vocational Rehabilitation and CETA —A Coordination Guide for VR Administrators

2. Title XX and CETA—A Coordination Guide for Title XX Administrators

3. Health and CETA—A Coordination Guide for Health Administrators

4. CETA and HEW Programs—A Coordination Guide for Prime Sponsors.

This volume and the first three listed above provide an overview of CETA and discuss coordination opportunities from the HEW-funded program administrator's perspective. The last volume describes the operations of HEW-funded programs and reviews coordination opportunities with those programs from the CETA Prime Sponsor's perspective.

The key to the complementary relationship is the way each program views the roles of employment and education. CETA tends to view education as a means to an employment end; education programs tend to view employment as a part of a broader development process.

Program Constituents
Adult education, vocational education and CETA each have the potential to serve a substantial segment of the general population.

Adult Education/CETA
Common adult education/CETA clients include adults (16 years or older) who are unemployed, underemployed, or economically disadvantaged *and* who have less than a 12th grade level of educational competency, do not have a secondary school certificate, and are not currently required to be enrolled in school.

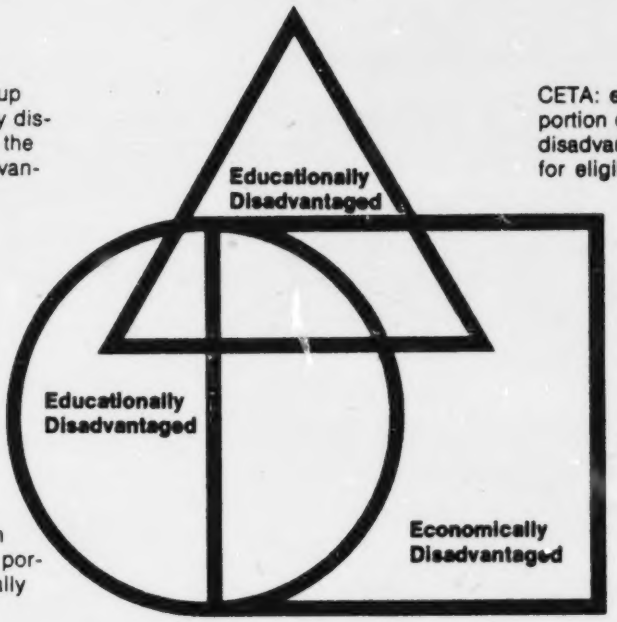
Vocational Education/CETA
Common vocational education/CETA clients include individuals who are unemployed, underemployed or economically disadvantaged *and* are in in need of vocational education.

Because the eligibility requirements of both these education programs are so broad, each has developed provisions giving particular consideration to those special needs. The following diagrams illustrate common and overlapping special target groups for adult education, vocational education and CETA.

Adult Education/Vocational Education/CETA

Economically Disadvantaged

Vocational Education: target group priority Section 122 economically disadvantaged are included within the definition of educationally disadvantaged.



CETA: economically disadvantaged, a portion of which are also educationally disadvantaged, is one of three criteria for eligibility.

Adult Education: emphasis is on educationally disadvantaged, a portion of whom are also economically disadvantaged.

Persons of Limited English Speaking Ability

Vocational Education
Priority parts B,J

CETA: Title III emphasis, may be significant segment

Adult Education
Sec 306 (a)(1)
Sec 309(1)
Sec 310

Adult Education/CETA

Institutionalized Persons

Adult Education
Sec 306(a)(1)
Limited to not
more than 20%

CETA: May be Title I
Significant Segment

Elderly Persons

Adult Education
Sec 314
emphasis

CETA: Title III emphasis;
may be Title I
Significant Segment

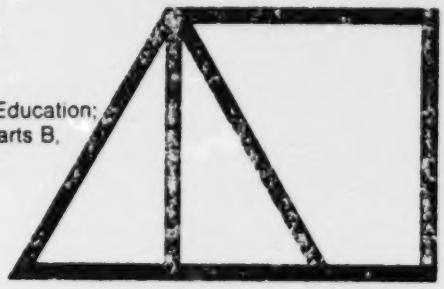
Adult Native Americans

Adult Education
Sec 310
emphasis

CETA: Title III emphasis;
may be Title I
Significant Segment

Vocational Education/CETA

Disadvantaged Youth



Vocational Education:
Priority of Parts B,
C, D, F, G.

CETA:
Title III target
group, may be
Title I
Significant Segment, focus of
Title IV—Job Corps

Handicapped

Vocational Education:
10% Part B
allotment

CETA:
May be Title I
Significant Segment

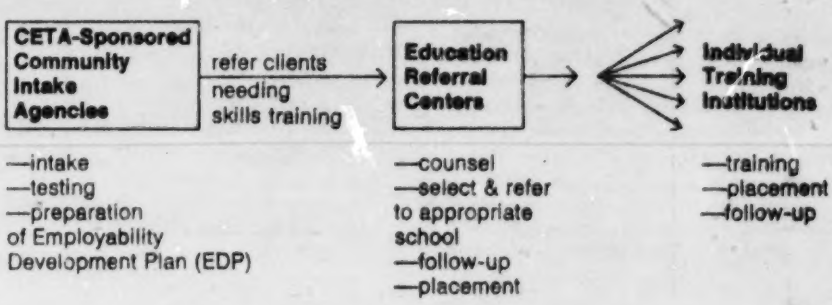
Individuals fitting into the above categories of special needs might be served *jointly at less cost to either program* than separately through a full-service strategy offered by any one program.

Vocational Education: Implementing Opportunities for Coordination with CETA

Basis for Coordination / Specific Opportunities	The Education Referral Center	Skills Upgrading and Retraining	The Bilingual Voc Ed/CETA Program	Serving the Handicapped	Labor Market Advisory Committee	The Career Development Center	The Management Information System	Work Experience for Youth	The Adult Learning Center*
Areas of Commonality									
Goals and Objectives —employment			●	●	●	●		●	●
Target Groups —economically disadvantaged	●								●
—handicapped				●					
—youth						●		●	
—limited English speaking			●						●
Mix of Services	●			●			●	●	●
Performance Measures	●	●	●	●		●		●	●
Program Issues Vocational Education									
Serving Special Segments	●		●	●		●		●	●
Broadening Vocational Education	●					●	●	●	
Serving the Hard-to-Reach								●	
Meeting Pre-Vocational Needs								●	●
Expanding Work Experience		●				●		●	
CETA/Vocational Education									
Use of 5% monies	●	●	●	●		●		●	●
Using Available Data for Planning					●		●		
Achieving the Full Service Concept	●			●				●	●
Responding to Short-Term Labor Market Demands					●		●		
Understanding How the Other Program Works	●						●		
Ensuring the Quality of Training	●		●	●	●			●	●
Linking Employment, Education, Industry			●		●		●	●	

*Vocational Education, Adult Education, and CETA

Opportunity 1: Combining Resources to Develop a CETA Career Education Referral Center



Basis for Coordination

A large percentage of CETA clients need occupational training to increase their employment potential. Although various kinds and levels of relevant training are usually available in more than one location within a Prime Sponsor area, in many cases Prime Sponsors are not fully aware of the range of vocational courses offered at all of these institutions or of details such as their duration, content, cost and prerequisites for enrollment. Because CETA staff time usually cannot be afforded to collect and maintain such information, CETA classes often unknowingly duplicate what is already available elsewhere in the community.

How Coordination Can Help

A central Education Referral Center (ERC) could be established, using CETA/vocational education funds, under the direction and management of a selected local education agency. This Center would be responsible for selecting among public or private vocational schools, community or junior colleges and contracting with a given institution to train each CETA participant referred to the Center by CETA community intake agencies.

The Center would also be responsible for collecting, organizing and updating information such as course title, occupational level, admission dates, length of course, tuition and other expenses for training programs available in the community. The Center, after placing the student in a training school, would maintain contact with the student and prepare monthly reports on the progress of each student.

How It Might Work

This arrangement could be operated either on a statewide or a local basis. On a local basis one site in the state could be selected as a pilot project. The Education Referral Center could be responsible both for collecting and maintaining course information and for referring clients to appropriate classes and institutions. A possible role of a local ERC in the total CETA intake-referral process for vocational training is illustrated in the following diagram.

If successful, the concept could be applied statewide by establishing a number of Education Referral Centers throughout the state which could serve one or more Prime Sponsors. Under this option it might be feasible to computerize and centralize the information component in one location, the output of which could then be utilized by all the centers in the state.

Possible Federal Funding Sources

CETA/Vocational Education
Section 112—5% monies—to establish and maintain the centers.

CETA
4% Governor's Special Grant—to fund a statewide information center.

Benefits to Vocational Education

—Ensures utilization of existing vocational education facilities having available class openings.

—Provides all vocational training institutions with information on what other training programs are being offered. This should prevent unnecessary duplication in the vocational education planning process.

—Contributes to a uniformity and quality of training through use of licensed and credentialed institutions.

Benefits to CETA

—Ensures full utilization of existing skills training programs and institutions.

—Requires no expenditure of regular CETA funds to develop classes, hire instructors, etc.

—Frees staff time to concentrate on other aspects of the CETA delivery system.

—Provides hard data that can be used in the CETA planning process.

—Provides a role for community agencies in the CETA process which is not competitive with existing vocational training programs.

Risks to Vocational Education

—That organizational change from current operations may cause disruption.

—That the Center may show favoritism to one service deliverer over other qualified competitors.

—That vocational education may not be able to place CETA clients.

—That because the funding is on a yearly basis it could be reduced or stopped.

Risks to CETA

—That organizational change from the present structure for dealing with referrals may cause disruption.

—That the Center may show favoritism to one service deliverer resulting in political pressure to disband the Center.

—That the Center may not be able to place CETA clients in jobs.

How to Reduce the Risks

—Agree in advance that the Prime Sponsor and vocational education will share responsibility for placement between the Center and individual training institutions.

—Agree that the Center will supply a monthly report to CETA listing which training facilities were utilized and the reasons for their selection.

What CETA Can Offer Education Programs

The following are possible benefits that education programs can realize through a relationship with CETA.

—An opportunity for those people who have not been able to participate or succeed in education programs because of the lack of needed health, minor medical, economic, transportation, child care or other supportive services to do so.

—A chance to develop new and innovative education and skills training curriculum and programs without an additional investment of regular education funds.

—A chance to become better acquainted and work more closely with other community organizations providing manpower services.

—A bridge between education and training and other manpower services, particularly employment.

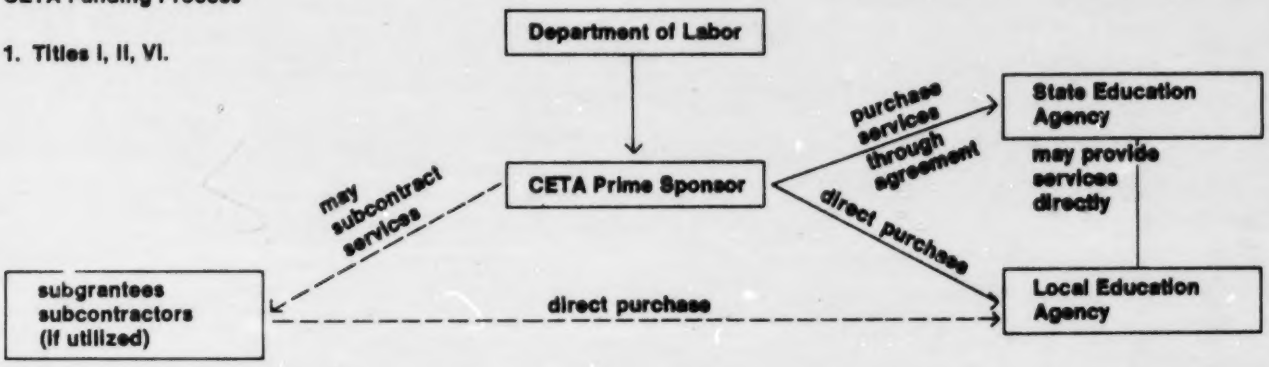
—A means to ensure continuity between education, training, and employment so that an individual does not have to interrupt his/her process of preparing for and finding employment.

Varying CETA/Education Program Processes

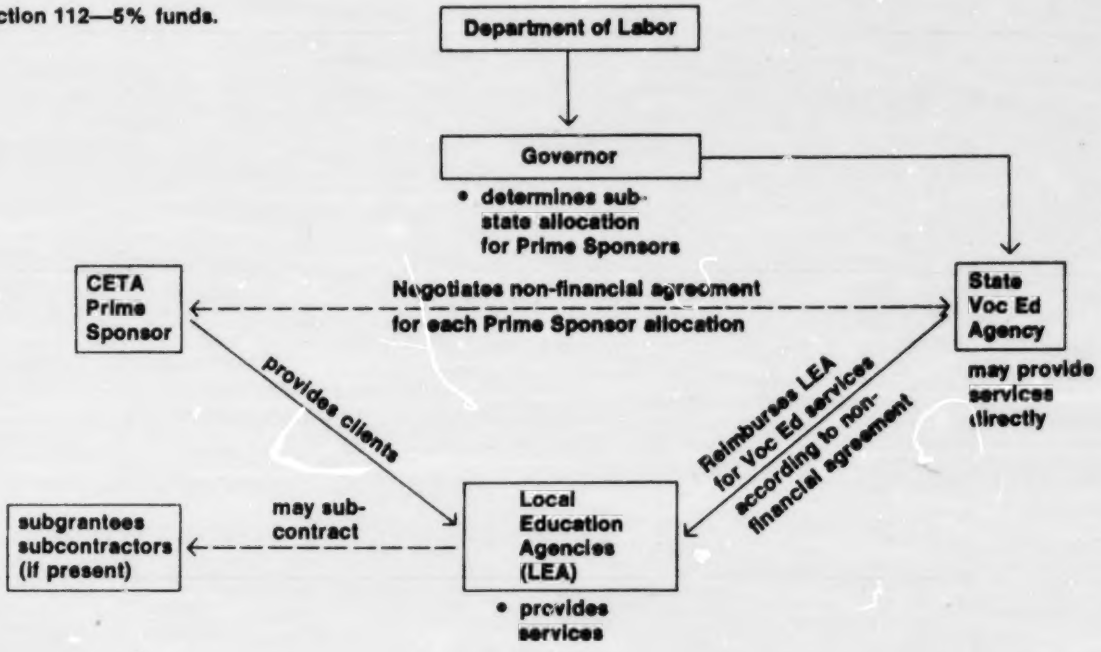
There are important distinctions in the way adult education, vocational education and CETA programs operate that have implications for how coordination might take place among these programs. The following overview, based on information contained in the CETA program summary, compares and contrasts these program processes.

CETA Funding Process

1. Titles I, II, VI.



2. Section 112—5% funds.


Department of Labor
Governor
• determines sub-state allocation for Prime Sponsors
CETA Prime Sponsor
Negotiates non-financial agreement for each Prime Sponsor allocation
State Voc Ed Agency
may provide services directly
provides clients
Reimburses LEA for Voc Ed services according to non-financial agreement
subgrantees subcontractors (if present)
may sub-contract
Local Education Agencies (LEA)
• provides services

Funding
Unlike adult education and vocational education funding, Federal CETA funds flow directly to eligible general purpose governments without counterpart state agency involvement. CETA funds are often a significant source of funds for manpower programs in a given jurisdiction and CETA funding decisions are the total responsibility of elected policy makers. In arranging for the use of CETA 5% funds, state vocational education agencies negotiate directly with local CETA Prime Sponsors and with local educational institutions (if utilized). In arranging for use of Title I, II and VI funds, local Prime Sponsors can deal directly with education agencies at the state or local level.

Planning
As in the adult education and vocational education planning process, there is a great deal of local autonomy in determining program services under CETA. CETA planning takes place in the geographic areas of the Prime Sponsor and a majority of planning is on a city or countywide geographic basis with A-95 State clearinghouse reviews required. Program decisions relating to the determination of the mix of services and selection of service deliverers rest with chief elected officials, suggesting that administrators of local education programs need to develop and maintain sound relations with the local political body.

Administration
Unlike CETA, both adult education and vocational education programs at the local level have administrative linkages to a state agency. Beyond the local elected official, CETA Prime Sponsors are responsible to no other higher level state governmental entity. The nature of the day-to-day operating relationship between individual education agencies and these local elected officials is a significant factor in determining the potential for developing productive coordination arrangements between CETA and education programs.

Areas of Commonality

Goals and Objectives
Adult education, vocational education and CETA share at least one common goal: preparing individuals for employment. Adult education, CETA and certain parts of vocational education share an additional goal: that of self sufficiency for program participants. Specific program objectives to meet these goals may vary somewhat. The goals of each of these three programs, as set forth in Congressional legislation, are compared below.

Adult Education	Vocational Education	CETA
Provide educational opportunity for all (eligible) adults to at least the secondary level of competency.	Prepare persons at the secondary and post-secondary level for employment as semiskilled workers, technicians and subprofessionals.	Provide job training and employment opportunities for persons most in need.
Make available the means to secure training that will enable (eligible) adults to become more employable, productive, and responsible citizens.	Prepare individuals for gainful employment in current and emerging occupational areas.	Assure that training and other services lead to maximum employment opportunities.
	Provide occupational exploration and orientation.	Enhance self-sufficiency.
	Provide occupational updating, upgrading and retraining.	

APPENDIX D

REGIONAL EDUCATION-MANPOWER ARTICULATION CENTERS

Albert J. Pautler, Jr.[1]

A Regional Education-Manpower Articulation Center (REMAC) is an agency charged with the responsibility of coordinating educational programs in the area to employment needs and opportunities. The agency would have the following objectives:

1. REMAC would act as a formal interface agency between all vocational/career education program sponsors in the designated area. Members of this group would be referred to as program sponsors.
2. REMAC would act as a formal interface agency between all large employers within the designated area. Members of this group would be referred to as employment sources.
3. REMAC would act as a formal interface agency between the program sponsors and employment sources groups.
4. REMAC would act as a clearinghouse for members of the community seeking information about vocational/career training programs within the region. Members of this group would be referred to as education seekers.
5. REMAC would act as a clearinghouse for members of the community seeking information about employment opportunities within the region. Members of this group would be referred to as job seekers.

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[1]Dr. Pautler is Professor, Department of Curriculum Development and Instructional Media, State University of New York at Buffalo, Amherst, New York 14260.

A Regional Education-Manpower Articulation Center would be concerned with four basic groups of people and attempt to coordinate the basic needs and desires of all concerned parties. The four basic groups are as follows:

1. Program sponsors consist of those individuals who deliver vocational/career education programs within the region.
2. Employment sources consist of large companies (small may be involved) who are in need of trained manpower.
3. Education seekers consist of individuals who are interested in vocational/career education and want to enter a program.
4. Job seekers consist of individuals who are interested in seeking employment and need job-seeking assistance and advice.

Figure 1 presents a model of the REMAC components and the relationship between the various groups. The REMAC would function as the coordinating agency between the four component groups and act as the catalyst in bringing the groups together. The lines on Figure 1, labeled 1, 2, 3, need further explanation which follows.

Function #1: Employment Sources - Program Sponsors

REMAC would provide the leadership for bringing together the educational sponsors with the private sector. The basic intent being to let each group know what the other is doing. The employment sources group would be made up of individuals representing companies who are in need of trained employees. This group could make known their employment needs and encourage the program sponsors to set up appropriate training programs. The program sponsors group would be made up of public, private, and in-plant industrial training personnel, (secondary vocational education school staff; community

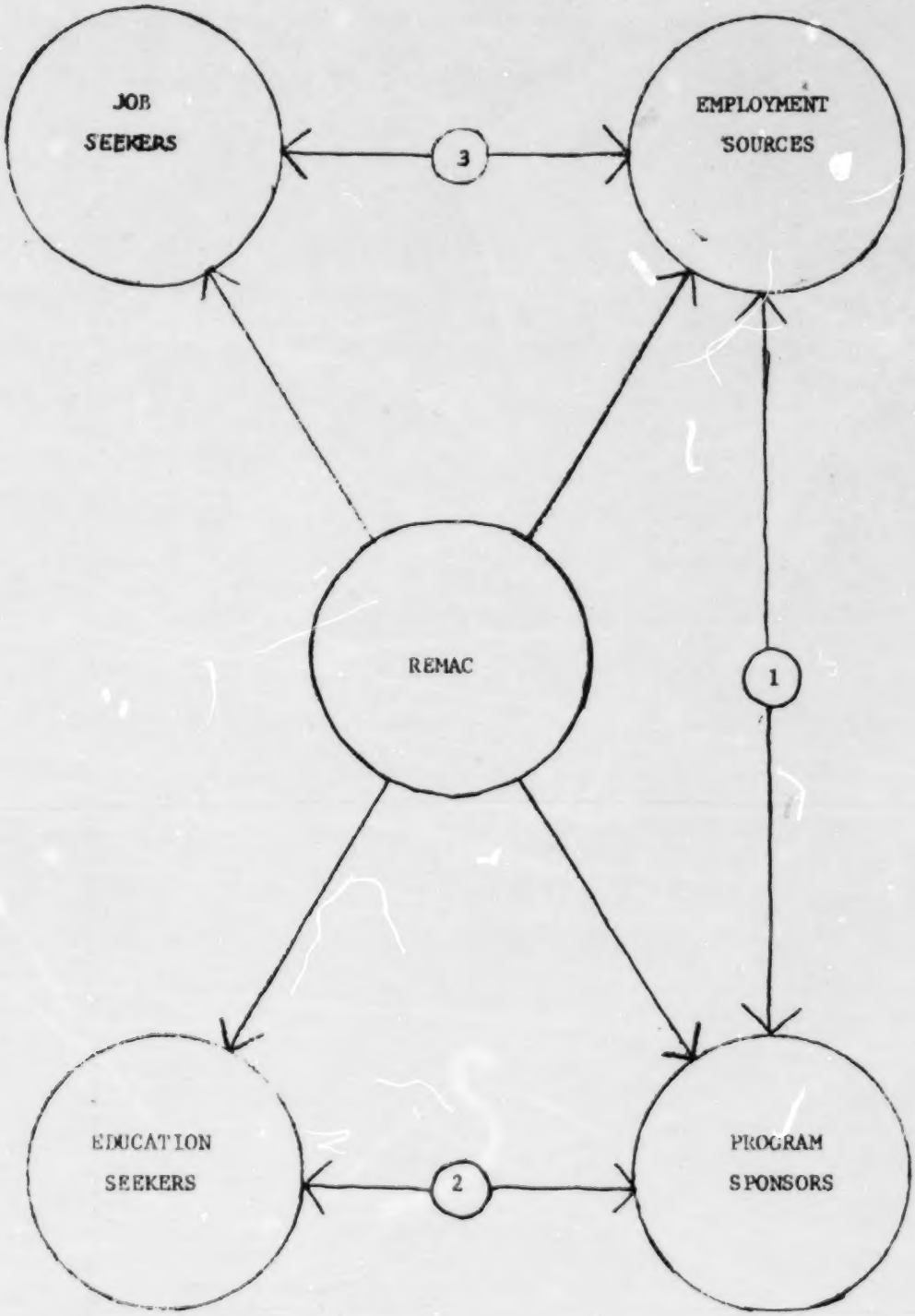

FIGURE 1 REMAC MODEL

college staff; private school staff; CETA sponsors; etc.). An attempt would be made to articulate the vocational programs in the region with the known manpower needs of the region in order to avoid widespread duplication of effort among educational training programs.

Function #2: Education Seekers - Program Sponsors

REMAC would function and be established as a visible agency within the regional area. Its function as indicated in the diagram, would be to act as an interface between education seekers and program sponsors. It may function, in this phase, as a storefront operation or in a mobile van that could move from one location to another within a region. Education seekers (clients) could visit the agency and seek help about future vocational training opportunities. It (REMAC) could, also, act as a vocational testing agency in order to counsel clients as to what type of work they might be most suited for. In its simplest form, it would function as a vocational counseling center and referral agency. Clients would be referred to training/education agencies that are prepared to offer appropriate vocational education programs.

The mobile van approach might be a better idea than a central location, especially for more rural areas. This would allow the van to be a moving office-on-wheels to serve a large regional area much like bookmobile vans which bring the library to the people. In urban areas, storefront locations within easy access of bus routes would be a

logical center of operation.

For the out-of-school youth or adult, this function of REMAC could provide a very valuable service to individuals in need of vocational guidance and information. The data base developed by REMAC staff would be available to clients in their search for vocational training opportunities.

Function #3: Job Seekers - Employment Sources

REMAC, in this capacity, would function as a source of information for job seekers. In a sense, it could function much like the State Employment Service or a private employment agency. However, this would seem to create a kind of duplication of effort between REMAC and already existing agencies. Rather, REMAC staff could direct job seekers to various employment services in the community and act only as a referral agency and attempt to monitor the progress of its clients.

REMAC outreach centers could be located within storefront operations in urban and suburban areas and, perhaps, mobile vans could be used in the more rural areas. The same base of operation could be used as described in Function #2. REMAC staff could be trained both as education/training counselors as well as job placement counselors.

Group Constituency

At this point, a more detailed description of the constituency of each of the four groups will be presented.

1. Program sponsors: This group would consist of all vocational education program sponsors within the region which may include the following:

-Public schools
  -secondary comprehensive
  -secondary vocational
  -area vocational schools
  -area vocational centers
  -adult continuing education

-Private secondary schools

-Public post-secondary schools
  -technical institutes
  -community colleges
  -four-year colleges
  -graduate programs
  -professional programs

-Private colleges and universities
  - community colleges
  -four-year colleges
  -graduate programs
  -professional programs

-Proprietary schools

-Government-based/sponsored programs
  -CETA
  -Department of Labor
  -Special group programs

-Company-based/sponsored programs
  -on-the-job-training programs

-Union-sponsored programs
  -apprenticeships

-Private program sponsors
  -religious groups
  -self-help non-public support
  -sheltered workshops
  -schools for deaf, blind, handicapped
  -philanthropic groups
  -vocational rehabilitation

-Veterans assistance
  -GI benefits
  -referral programs

-Armed forces

2. Employment sources: This group, ideally, would consist of all organizations which employ people. To be realistic, however, it would be necessary to limit to companies that employ large numbers of workers or who are in the employment business, such as the following:

-Corporations (You may want to limit it to those who employ 500, 1000, or more employees.)

-State Employment Service

-Private employment agencies

It is from the constituency of this group that REMAC will be kept informed about the present and future demand for trained workers and the areas of specialization most in demand. REMAC will refer job seeking clients to these agencies for added assistance. REMAC should not be considered as an agency that would duplicate already existing services but rather as a referral agency for clients who request assistance.

3. Education seekers: Education seekers would consist of that group of individuals who want to continue in some form of educational program. Of major concern to REMAC would be those clients who are interested in some form of vocational instruction. Such vocational instruction may take place within secondary school, community colleges, technical institutes, colleges, or even universities. Vocational instruction refers to preparation for work versus, let's say, a general liberal arts type of program.

REMAC would, again, act as a referral type of agency and information center for those who take advantage of its services. Clients from the following groups may seek the services of the REMAC.

-Out-of-school youth
  -high school graduates
  -high school dropouts

-Out-of-school adults
  -unemployed adults
  -underemployed adults
  -mid-career change adults
  -returning military personnel

-In-school youth
  -youth seeking vocational guidance
  -youth seeking college/education information

-In-school adults
  -adults seeking vocational guidance
  -adults seeking college/education information

4. Job seekers: Job seekers consist of those individuals who are interested in seeking employment and need job-seeking assistance and advice. REMAC would be a visible agency to which clients could come for information and advice on how to go about seeking employment. REMAC may be of services to the following individuals.

-Youth
  -needing job seeking skills and advice
  -out-of-school graduates
  -out-of-school drop-outs
  -seeking vocational guidance
  -not successful through State Employment Service
  -not successful through private employment agencies
  -seeking general information

-Adults
  -needing job seeking skills and advice
  -seeking vocational guidance
  -not successful through State Employment Services
  -not successful through private employment agencies
  -seeking general information

REMAC Justification:

REMAC, at this time, is just an idea that, perhaps, needs to be given a trial. What has been presented is just the nucleus of an idea which others may wish to put into action. Perhaps, funding may be obtainable from the National Institute of Education, United States Department of Labor, federal or state

vocational education funds, or private endowments. Such an agency seems needed for a variety of reasons and may be justified on the following basis.

1. Regional coordination of vocational training programs seems essential in order to reduce or eliminate the duplication of effort that takes place in many areas of the country. In many areas, different sponsors may be offering similar, if not identical programs. This duplication of effort may be taking place within public secondary programs, public community colleges, private trade schools, or federally funded programs such as CETA. REMAC would be able to function as an interface agency in bringing together all vocational program sponsors so that better articulation between and among program sponsors could occur. Articulation means "planned programs and practices which link secondary, post-secondary, and adult vocational curricula and involve a high degree of systematic cooperation between and among the three levels."

   All vocational program sponsors which cooperate with the REMAC agency would be kept informed about what vocational programs are being offered by the various sources. Closer articulation based upon student client needs and the local manpower demand would be of concern to all sponsors. A greater concern for vertical articulation between secondary level and post-secondary programs could be of special interest to many program sponsors.

2. Coordination of manpower data and skill surveys seems needed to reduce the widespread duplication of effort in this area. The local office of the State Department of Labor attempts to have statistical data concerning manpower supply and data. Such information is collected for the local employers and the data is as accurate as the employers'

ability to predict the future needs of the company. The duplication of effort comes in when various agencies get involved in such things as "area skill surveys" to determine areas of labor demand. In Western New York recently, three such surveys by different sponsors were being conducted at the same time. This seems to be a duplication of effort, a waste of money and a quick way to turn off industry by having them complete three sets of similar data.

REMAC, in close cooperation with the local office of the State Department of Labor, could act as a central clearinghouse for such data and reduce much of the duplication of effort that is presently going on. REMAC, in its close association with the Department of Labor and its employment sources group, would be regionally known as a data source for such information. The data base would be kept up-to-date and made readily available to REMAC participants.

3. CETA advisory councils are concerned with manpower sponsors and areas of greatest manpower needs. A REMAC agency may be able to assist and offer advice to the CETA advisory councils. One case in point should be mentioned. A secondary vocational sponsor was awarded a CETA contract to prepare printers. This same sponsor had a day school secondary level program in printing as well, and, in fact, the same instructor was teaching both programs. Questions for consideration: First, should a secondary vocational sponsor be allowed to offer a similar adult program in an already lean labor market? Is it fair to the secondary age level students who took the program with high hopes of employment at completion to be faced with adult job competition from the same school? Second, can a teacher be effective working a double shift for a sixteen-week

period of time? That is teaching a six-hour day school program and another six hour CETA program?

4. Many individuals seeking more vocational education information could profit from one central location as an information clearinghouse. This is especially needed for out-of-school youth and adults since those still in school would have access to counselors. School dropouts would feel more comfortable in visiting a storefront location or mobile van than returning to a school for vocational information.

5. Individuals not successful in finding employment through public or private employment agencies may need added help in their job search. Perhaps, all that is needed is a program on how to go about finding a job. REMAC may be able to offer such assistance to those in need of special help and advice. REMAC could act as a referral agency.

REMAC Logistics:

The framework for such an agency would be built depending upon the regional area to be served. It could be based upon a single county or multiple county arrangement, depending upon the population and geographical area to be served. The size of the staff needed would depend upon the area and number of people to be served. The cost would depend upon the area to be served, staff needed, and services to be provided. To get started it would seem reasonable to request a planning grant for a short period of time in order to develop a more elaborate proposal to meet the local area's needs.

Conclusions:

The concept and model for a REMAC seems reasonable and worthy of consideration by those concerned about manpower delivery and coordination of

effort. For all too long, we have given lip service to the problem of manpower coordination at the local level, but action has been slow in taking place. Perhaps, the model presented here will encourage others to attempt to establish such an agency within their local areas.

- END -

APPENDIX E
STATE UNIVERSITY OF NEW YORK AT BUFFALO
ANALYSIS OF COURSES AND TEACHING (ACT)

IDENTIFICATION NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Enter the course identification number given to you by your instructor in the series of five (5) boxes labeled IDENTIFICATION NUMBER. Then, blacken the space in the row next to each digit corresponding to that digit. USE A NO. 2 PENCIL ONLY. Make no stray marks on this answer sheet. Erase completely any answers you decide to change.

This is the only identifying information you will be asked to give. Do not write your name.

Select one response for each item and record that response by blackening in the appropriate space on this sheet.

EXAMPLE:

1. In this course's department, I am a: MAJOR; **NON-MAJOR**; UNDECIDED

The student in the example is a NON-MAJOR in the department offering the course.

RESPONDENT INFORMATION (choose the single most accurate answer)

1. In this course's department, I am a: MAJOR; NON-MAJOR; UNDECIDED
2. I am a: FRESHMAN; SOPH; JUNIOR; SENIOR; GRAD AT MASTER'S LEVEL; GRAD AT DOCTORAL LEVEL
3. This course was: REQUIRED; NOT REQUIRED
4. In this course I have worked: VERY HARD ... VERY LITTLE
5. I have attended classes in this course: ALWAYS ... NEVER

			NOT APPLICABLE
	THE INSTRUCTOR:		
6.	LENIENT	DEMANDING	
7.	STIMULATING	BORING	
8.	WELL PREPARED	POORLY PREPARED	
9.	HARD TO FOLLOW	EASY TO FOLLOW	
10.	ACCESSIBLE TO STUDENTS	INACCESSIBLE TO STUDENTS	
11.	INTOLERANT OF OTHER POINTS OF VIEW	IS TOLERANT OF OTHER POINTS OF VIEW	
12.	HAS COMMAND OF SUBJECT	LACKS COMMAND OF SUBJECT	
13.	IS CONSIDERATE TOWARD STUDENTS	IS INCONSIDERATE TOWARD STUDENTS	
14.	USES ILLUSTRATIONS EFFECTIVELY (stories, visual aids, etc.)	USES ILLUSTRATIONS INEFFECTIVELY	
15.	OFTEN MISSES CLASS	NEVER MISSES CLASS	
16.	NEVER IS LATE	OFTEN IS LATE	
	THE READING MATERIALS (Texts, Outside Readings, etc.):		
17.	BORING	STIMULATING	
18.	INTEGRATED WITH CLASS	NOT INTEGRATED WITH CLASS	
19.	READING LOAD TOO LIGHT	READING LOAD TOO HEAVY	
20.	READINGS TOO DIFFICULT	READINGS TOO EASY	
	ASSIGNMENTS (Projects, Papers, etc.):		
21.	USEFUL TO COURSE	USELESS TO COURSE	
22.	UNCLEAR	CLEAR	
23.	WELL CRITIQUED	NO COMMENTS	
	EXAMINATIONS:		
24.	FAIR	UNFAIR	
25.	LACKED INSTRUCTIONAL VALUE	HAD INSTRUCTIONAL VALUE	
26.	REFLECTED IMPORTANT POINTS	WERE NIT-PICKING	

OVERALL REACTION: (SA=STRONGLY AGREE SD=STRONGLY DISAGREE)

27. Course elements reflected and enriched one another.	SA	SD
28. This course "turned me off" to the subject.	SA	SD
29. I learned a great deal in this course.	SA	SD
30. The content of this course was professionally/vocationally relevant.	SA	SD
31. I found this course personally fulfilling.	SA	SD

32. Would you recommend instructor to others?	YES	NO
33. Would you recommend course to others?	YES	NO
34. Overall, you felt the instructor was:	EXCELLENT	POOR
35. Overall, you felt the course was:	EXCELLENT	POOR
36. Based on instructor's ability, you would:	PROMOTE	FIRE